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ABSTRACT

Presenting information regarding the inception and first-year activities of the Consortium of States to Upgrade Indian Education through State Departments of Education, this report includes: acknowledgments; data re: funding; an introduction; participation (a map depicting the 13-state membership and a list of Consortium participants); project objectives; meeting sites and dates (Washington, D.C., Juneau, Minneapolis, and Albuquerque); topics covered (meeting topics were progressive in that the Washington, D.C. meeting was concerned with orientation and opening, while the three following meetings were concerned with individual states' presentations and Alaska programs; workshops on philosophy, goals, and recommendations; and legislation, finance, American Indian Policy Review Commission, Johnson O'Malley, Title IV, and bilingual education); participants' evaluations; projects completed or begun; and conclusion. The Appendices include: meeting agendas; a list of participants; the May 1975 questionnaire; Alaska Evaluation; Message to Chief State School Officers; and tables depicting Indian Education Units and Number of Local Education Agencies. Among the achievements cited for the year are: shared materials and papers via copied distribution; discussion of key legislation and submission of specific bills for duplication and dissemination; and the explanation of specific programs (e.g., Intercultural Programs at Ft. Lewis, Colorado; Alaska's Title V programs, etc.). (JC)

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CONSORTIUM OF STATES TO UPGRADE

INDIAN EDUCATION

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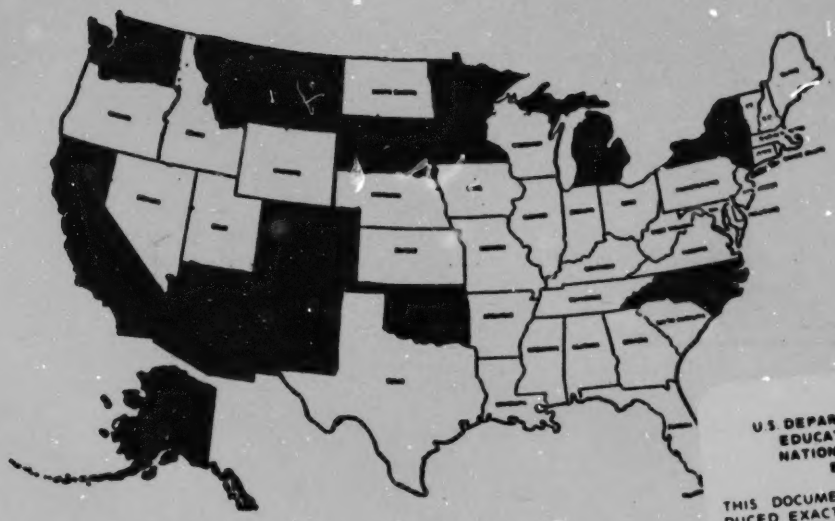

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FINAL REPORT

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MAY 26, 1976

MINNESOTA STATE DEPARTMENT OF EDUCATION

INDIAN EDUCATION SECTION

ST. PAUL, MINNESOTA

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ACKNOWLEDGEMENTS:

The Minnesota State Department of Education coordinated the activities of the Consortium of States to Upgrade Indian Education with the funding of a proposal under Title V - A: Section 505, P.L. 98-10 as amended. This Office of Education grant allowed the thirteen participating states to hold meeting and a workshop and also funded two support positions in Minnesota. The participants from the thirteen states wish to commend the Office of Education in Washington D. C. for their commitment to Indian Education and their awareness of the needs to strengthen state level services. We also wish to commend Dr. Terrel H. Bell, Commissioner of Education; Dr. William Demmert, Office of Indian Education; Mr. Lee Antell, Title IV-Part A; Dr. David Phillips, Program Manager, and Dr. Will Antell, Project Director; for their efforts and support in the writing and implementing of the Consortium proposal.

DATA: Consortium of States to Upgrade Indian Education

Grant Authority:	Title V-A, Section 505, P.L. 98-10 as amended
Grant Award:	$85,000.00
Grant Number:	G00-75-00185
Project Number:	485AH500 23A
Funding Period:	March 1, 1975 to February 28, 1976
Host State:	Minnesota
Project Director:	Dr. Will Antell, Minnesota SDE
Project Coordinator:	Dr. Mike Mueller, Minnesota SDE

cde

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Calvin M. Frazier, *Commissioner*

April 29, 1976

Dr. Mike Mueller
Director, National Indian Consortium
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Dear Dr. Mueller:

The program thrusts and efforts of the National Consortium of States to Upgrade Indian Education has been of great value to the State of Colorado. Several meaningful changes are taking place within the Colorado Department of Education as a result of Consortium efforts.

The Consortium has played an integral part in bringing about a new source of urgency and awareness of the neglected educational needs of many native American children.

The Consortium has also provided Colorado with an organizational mechanism whereby a sharing of ideas, concerns, problems, and possible solutions are exchanged with other Consortium member states.

This year the Colorado General Assembly has successfully passed H.B. 1213 calling for the creation of a Colorado State Indian Commission. The Consortium and its activities were a contributing factor to passage of this legislation.

My congratulations to you for a first years successful operation and my best wishes and support for a successful second year of operation.

Sincerely,

Calvin M. Frazier

Calvin M. Frazier
Commissioner of Education
State of Colorado

CLS/CMF/sat

INTRODUCTION:

Traditionally, Indian Tribes and Indian people have been wards and/or responsibilities of the Federal government. Reservations were assigned, treaties were negotiated and Bureau of Indian Affairs assignments were made at the Federal-tribal level. Because of this legal and traditional background, states and state departments did not 'meddle' in Indian affairs. The states had little if any role to play in the administration of tribal affairs.

In direct contrast to this relationship, the states were given almost total responsibility in the development and support of educational systems to meet the needs of their citizens. At one time, state responsibilities extended only to non-Indians. The federal government and/or the B.I.A. furnished the educational offerings for Indian people. This lead to dual school systems in some states, but some states had more widely dispersed, or smaller Indian populations. Therefore, the federal government often contracted with the state (particularly with the Johnson O'Malley Act) for the delivery of education services to Indian people.

The basic conflicts between federal and state responsibility for Indian education are still somewhat open to question. Is the federal government totally responsible for the programs for Indian people? How does this fit with state responsibilities for the education of <u>all</u> its citizens? (Indians are citizens of their respective states since the Citizenship Act of 1924.) Are educational responsibilities separable from health, welfare and social responsibilities? Do dual school systems

violate Brown vs Board of Education or other Civil Rights rules and regulations? What role does tribal self-determination play in these education arenas?

Those questions have not been answered and it may take court decisions to fully answer some of them. However, the evidence remains that the state does play a role in Indian affairs - particularly in the role of supplier of educational services to all residents. Because of the state responsibility for education, units of service for Indian education have been included in State Departments of Education. (S.E.A.'s.) These units often developed as administrators or overseers of Johnson-O'Malley Programs. Some developed in human rights units, bilingual-bicultural units, equal opportunity units, or units of minority affairs. Irregardless, the responsibilities are to Indian people in matters of education.

These units have a real identity problem in some cases. They may be an added layer to the bureaucracy that has always plagued Indian people. They have responsibilities to the state but allegiences to the Indian people that at times are not wholly compatible. They sometimes must serve as regulators while they hope to be advocates They must walk the fine line between adherence to state rules and developer of unique programs. Their legal responsibilities may be unclear and their loyalties somewhat divided. In their concern for educational opportunities for Indian people they must be legal gymnasts, education experts, committed advocates and highly knowledgeable of cultural differences within their state.

Because states do have a rather recent but terribly important role to play in the education life of Indian people, there is a need to strengthen

upgrade the Indian Education Units in S.E.A.'s. This need was recognized by the Office of Education (Department of Health, Education and Welfare) and the Office of Indian Education as well as by various S.E.A. persons in several key states. The Consortium was developed to help meet the need of state department personnel who often exist with a minimum of guidelines or support services in the confines of their state.

No two year program that consists largely of seven meetings, some communication and a few support services, can hope to answer all the questions that surround the area of Indian education at the state level. However, many states have developed policies, guidelines, curricula, position papers and modes of operation that facilitate the delivery of educational services and opportunities in their state. A real service could be rendered if the personnel in these states could meet and confer, share and discuss, compare and support all the various avenues of educational development. Each state is unique, but many of the problems are similar. The goal is to accumulate information, discuss programs, disseminate information and learn about strategies and programs that are 'working' in some areas.

Therefore, the Consortium has been an avenue of information, a builder of support and an arena of discussion. The Consortium may not be able to solve the problems inherent in Indian education programs, but the Consortium participants are bound to be more knowledgeable, more prepared and more apt to supply the leadership that alleviates some of the problems. Because of the involvement of thirteen states and the dedicated people who serve Indians in those thirteen S.E.A.'s, Consortium members have

increased their awareness, their sensitivity, their repetoire of methods in handling problems and their knowledge of law, finance, programs and resources.

Many of the outcomes of the first funding year are difficult (or impossible) to measure. This is not meant as an apology or a cop-out. We can count meetings, list resources, share information and show an analysis of paper and pencil evaluations. However, it is difficult to measure legal awareness, educational growth, inner strength, program commitment, psychological support or cultural sensitivity. It is in these last mentioned areas that the Consortium has probably been most valuable. It is difficult to work or make progress in isolation. Many directors of Indian education and many units of Indian education have felt isolated in their states and in their S.E.A.'s. The breaking of barriers, the sharing of concerns, the realization of commonalities and the opening of experiences have broken that sense of isolation and opened new terrain for the participants. For these reasons, the Consortium idea has been successful. The seeds of progress have been sown. In most areas, development is a slow and painstaking process. However, the beginnings have been made and progress is more likely to occur at a more rapid rate than previously.

The following pages will list the participants, summarize the meetings, briefly discuss the written evaluation and any projects completed or begun. Appendices will supply additional data. Those lengthy summaries and papers included in the mid-project (August) report have not been included. This particular report is intended to be as brief as possible. The Minnesota coordinator is aware that participants and program managers have limited time so brievity will be the key. The topics

covered will be an objective listing and/or assessment of programs and progress. However, some subjective analysis will also be included and the coordinator takes sole responsibility for the subjective assessment statements in this report.

PARTICIPATION:

In the original proposal (November, 1974), eight states were suggested for a representative working group. These states were chosen to include various geographic areas, various degrees of reservation, rural and urban populations, and different modes of operation in the delivery of services. All eight states were contacted and submitted letters of interest and support. The proposal was submitted for 1975-1976 funding in November of 1974.

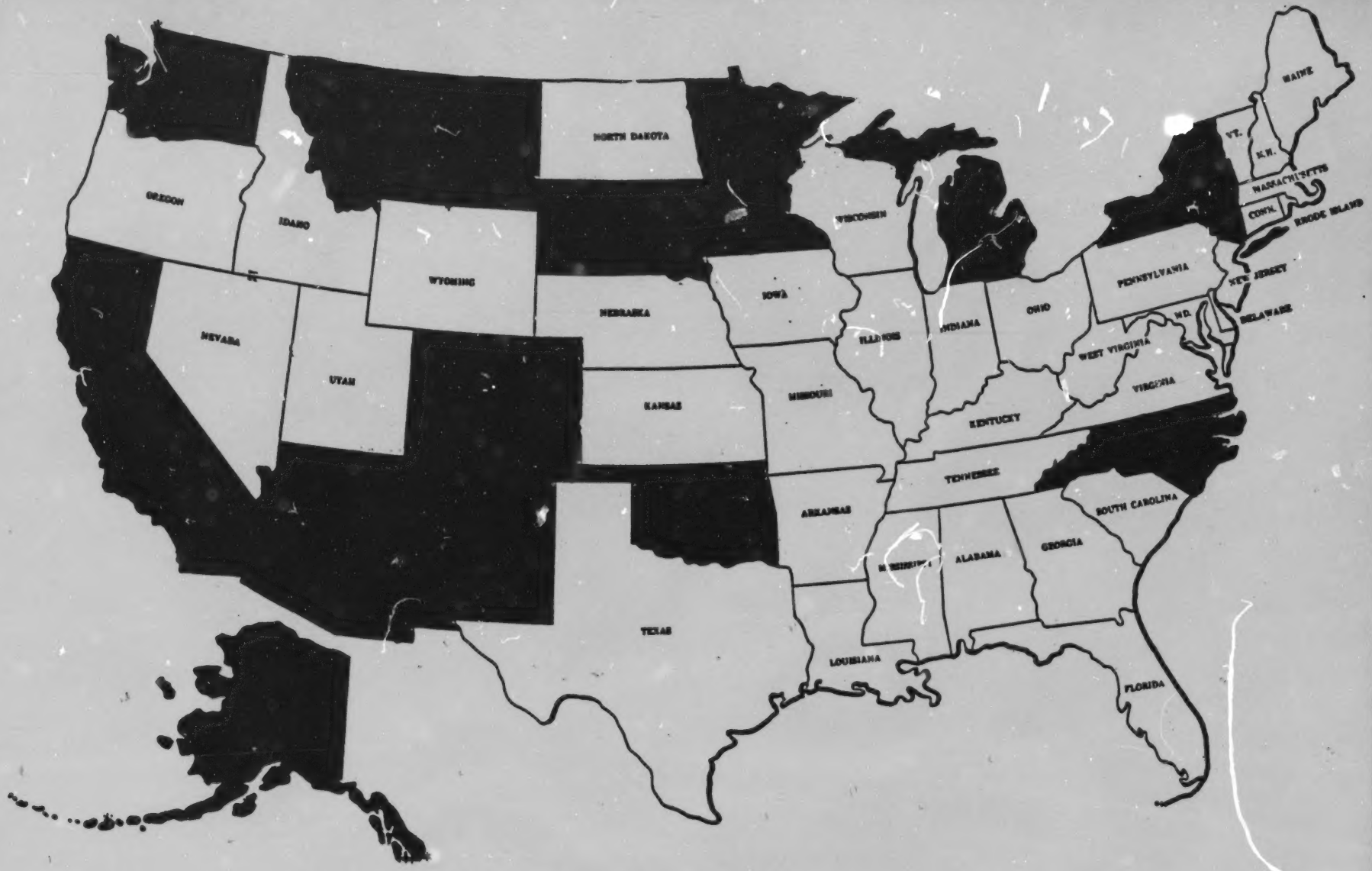
In the reading and discussion of the proposal, key people felt that there were some omissions. It was suggested that Minnesota revise the list of participating states. At this point, Minnesota felt some commitment to the original eight and instead of a revision, negotiated an addition. Five states were added to the participant list and the number of member states became thirteen.

It is fully recognized that not all states with Indian populations are included. The funds did not stretch to include everyone. The intent of the Consortium to be a working nucleus of key representative states may be subject to various interpretations. It would be difficult to define 'representative' when speaking of Indian groups. The word representative is probably inaccurate for any state. Every state is unique, and the uniqueness materializes in such a wide variety of ways that no program, no service, no administrative chart, nor no policy can be considered typical.

Therefore, though 'representative states' may be a bad choice of words, the membership was limited to thirteen 'unique' states. There was

no intent to leave anyone out or to include everyone. The list had to be limited. The member states do include 90% of the Indian population and 90% of the Title IV-Part A projects. However they fully recognize that 10% of the Indian population resides elsewhere and other states do have similar problems and interests. An attempt has been made to involve and inform other interested states. However, the funding limitations and the proposal intent have limited the active participation to the thirteen member states.

Those thirteen member states are: Alaska, Arizona, California, Colorado, Michigan, Minnesota, Montana, New Mexico, New York, North Carolina, Oklahoma, South Dakota and Washington. Though some of the participants have played minor roles, essentially two persons from each State Educational Agency have been the 'regular' participants. Workshops and the Albuquerque meeting involved more than two from each state. Chief State School Officers have been encouraged to participate and have done so when their calendars allow. Following is a map and a list of the active participants and other involved people from each of the member states (and some non-member states). It is hoped that the list includes all participants, but it probably is an imperfect list. Many people attended meetings as guests and/or as workshop participants and it would be quite impossible or inappropriate to include all of these.


OREGON
IDAHO
NORTH DAKOTA
WYOMING
NEBRASKA
NEVADA
UTAH
KANSAS
IOWA
MISSOURI
ARKANSAS
TEXAS
LOUISIANA
WISCONSIN
ILLINOIS
INDIANA
OHIO
KENTUCKY
TENNESSEE
MISSISSIPPI
ALABAMA
GEORGIA
FLORIDA
SOUTH CAROLINA
VIRGINIA
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*2 Active participants of non-member states.

*3 Non-active participants of member states.

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PROJECT OBJECTIVES:

The original objectives of the Consortium as enumerated in the Project proposal were nine. Two others were added during the project year. These objectives were explained and expanded in the proposal narrative. However, for the sake of brievity the proposal objectives are included here in the format in which they were reproduced for Consortium members. (See page 14.)

These objectives were the basis of operation of the Consortium. They were fully discussed and explored in the interim report. The expected benefits are also included in the basic listing that was shared with Consortium members.

The OBJECTIVES of the Consortium of States would include (though not be limited to):

1. To share information on federal programs, teacher training, curricular developments, innovations, and exemplary programs. Studies on dropouts, current needs assessments and evaluations would be shared and discussed.

2. To disseminate information on federally funded programs, teacher training practices, curricular developments, innovations, exemplary programs and research activities.

3. To develop ideas or strategies for the future, relative to the upgrading of Indian education. The real problem of making State Departments of Education more effective in their delivery service to Indian people can be addressed.

4. To share materials, curriculum guides, educational helps and other educational techniques that have been piloted and/or evaluated in various parts of the country. Prepared papers, reports, statistical information and pertinent data could be shared. This would not presuppose that new data collections would not be undertaken, but merely serve as the beginning of data collection systems.

5. To develop an agenda of common concerns which could be addressed by a Consortium of States. These concerns could be related to federally funded programs, state programs or delineating needs for assessments and studies. The states could individually or jointly share in a venture to delineate problems, share data, conduct research and share findings.

6. To develop strategies and plans for the meeting of needs, solution of problems and development of materials on a cooperative basis. The Consortium of individual states in the consortium could initiate studies, pilot projects or gather data helpful to all. Studies covering more than one year could be carefully laid out and initiated.

7. To include Indian education leaders in at least one workshop per year for the development of ideas and the dissemination of information. The need to get grass roots input into problems, concerns and suggestions for future action is imperative. Therefore, educational leaders from the thirteen states would be involved in working session to help with meeting the objectives.

8. To develop or examine federal policies that are rarely applicable to all states. The Consortium could assist in developing a feasible workable national policy or individual state policies which would assist in the efforts to upgrade Indian education.

9. To actively involve all thirteen states in educational endeavors which would facilitate leadership potential and greater services to clients, and

10. To actively involve Chief State School Officers from the thirteen states in the activities, meetings and concerns of the Indian Education units.

The EXPECTED BENEFITS of a Consortium for Indian Education are:

1. A broad base would be developed for the making of decisions or the developing of strategies.

2. Current and worthwhile information would be shared and disseminated across a wide area. The states concerned would act as leaders and assistants to other states with similar populations or needs.

3. Leadership roles would be developed which would be of assistance in solving the problems of Indian education.

4. Federally sponsored programs, curriculum materials, teacher training techniques, exemplary programs, innovations and research results would be shared, discussed, upgraded and utilized to enhance Indian education everywhere.

5. Projects would be initiated to gather data, to conduct research, to evaluate programs and to provide support of Indian educational services.

6. Policies, resolutions or suggestions might be developed to assist or support the concept of self-determination for Indian people.

7. The relationship of Johnson O'Malley funds, federal programs (Title I and Title IV particularly), and other discretionary funding would be examined. The technical assistance provided by State Departments of Education in the use of such monies would also be examined.

8. Involvement of educational leaders across the country would be encouraged. Their ideas would be solicited and their assistance incorporated.

9. Planning for the future would be an integral part of the work of the Consortium. Hopefully their work would continue for two years. The first year would be one of pooling efforts and initiating programs or research. The second year's program would include the sponsorship of programs, the development of research efforts and the evaluation of efforts.

10. The development of support of O.E. policies that would be workable and applicable to Indian people would be one high priority. The diversity among Indian people makes this an especially difficult task.

MEETING SITES AND DATES:

The major activities of the Consortium has been a series of meetings and a workshop. Theough the original proposal implied that all meetings would be in Minnesota, this suggestion was amended by the membership. It was recommended and supported by the membership that meetings be held in as many of the participating states as possible. Since the Consortium was meant to be a learning, sharing, broadening and strengthening experience this recommendation had great merit.

The distribution of meeting sites had a two fold purpose. First the participating 'guest' states could learn more about other states and their programs and see the particular host state in action. Secondly, the host state (for a particular meeting) could actively involve its State Department personnel, local leaders and tribal people and expand the knowledge, resource base, sensitivity and commitment of its state. (This has proved to be a valuable way to involve individual Chief State School Officers, Deputy and Assistant Commissioners, State Board Members, legislators and tribal leaders.)

In many immeasurable ways, the knowledge of the participants has been increased through the opportunity to go to several states and enjoy their programs, meet their personnel, share with key people and collect ideas that may be useful at home. The meetings during the first year of funding were:

1. Washington D. C. - April 30, 1975
   Orientation and Opening
2. Juneau, Alaska - August 7, 8, 1975
   Individual states' presentations and Alaska programs

3. Minneapolis, Minnesota - November 12, 13, 14, 1975

Workshop on Philosophy, Goals Objectives and Recommendations.

4. Albuquerque, New Mexico - January 25, 26, 27, 28, 1975

Legislation, finance, American Indian Policy Review Commission, J.O.M., Title IV and Bi-lingual.

(Complete Agendas are in Appendix 1)

Topics Covered:

As indicated by the subject areas, the four meetings held in the 1975-1976 funding period followed a progression of involvement. The initial meeting was a type of orientation to federal concerns, Office of Education concerns and commitment, state responsibilities and legal backgrounds in Indian education. In addition, participants met each other and discussed some individual state concerns. The second meeting (Juneau) allowed each state delegation to make a brief presentation about their state and included topics that seemed to be of primary interest on a questionaire distributed in May. From the questionaire agenda items were selected that dealt with State Department Programs, finance, self-determination, student dropouts and retention rates, Title IV programs and Alaskan programs. The Minneapolis workshop used topics from the original questionaire (see Appendix 3) and the Alaska evaluation (see Appendix 4) to develop and implement a workshop format for the creation of philosophies, goals, objectives and recommendations in fourteen topic areas. The products of this workshop meeting were consolidated and relayed to the Chief State School Officers meeting in Atlanta, Georgia. (See Appendix 5.) These pages of philosophies, goals, objectives and recommendations also became the basis for a lengthy survey which was mailed to all regular members

for their reaction and input. The final product of this workshop activity and survey will be consolidated, refined and finalized during the second year of activities.

The final meeting of the first year of operation was held in Albuquerque, New Mexico. At this time a variety of areas that were of continuing concern and interest were explored by a long roster of expert resource people. State department programs were discussed by a New Mexico State Department panel. Legislation was presented and explained by legislators. Tribal leaders explained tribal programs among the Apache, the Pueblos and the Navajos. The Consortium participants and guests (who numbered well over 100 at this meeting) heard about P.L. 93-638, Title IV and the National Advisory Council on Indian Education. Two intensive sessions were held regarding the American Indian Policy Review Commission and the refinement of goals and objectives for the group. From the discussion, questions were developed and submitted to the American Indian Policy Review Commission, a survey was designed for refinement of goals and objectives and the Directors of Indian education proposed the instituting of a planning or steering committee to plan subsequent meetings.

At some of the state meetings there were opportunities to explore some of the culture of the area. Alaska involved program people and 'bush' programs as well as hosting a Salmon bake. New Mexico hosted a cultural evening with Paul Ortega and a dinner prepared by the Isleta Pueblo Women. The cultural components were in addition to the regular agenda, but certainly enhanced the understanding and appreciation of Indian and non-Indian participants.

EVALUATION:

Before the second year activities began, a first year evaluation form was devised and completed by the Consortium participants who attended the Tulsa, Oklahoma meeting. (A mailing was not attempted because of the time constraints and a need for anonymity.) The following discussion is based on twenty returns. However those twenty persons tended to be the ones who had attended every meeting and were truly the core group of Consortium members. There was no attempt made to assess those persons who had attended one or two meetings. Only persons who had attended three or more meetings responded. (The evaluation sheets and results follow on pages

The respondants were asked to rate individual items as highly satisfactory, satisfactory, nuetral or unsatisfactory. These items were given a value of two points, one point, no points or a negative point. They were asked to rate general experiences and activities on a scale of one to seven and check various statements if they reflected their views. In addition there was space provided for comments. The first page (compiled by the coordinator) lists the twenty-one items by degree of satisfaction.

In general the participants found the Consortium to be a valuable experience. They generally agreed that the Consortium activities would be helpful to Indian education in their state and that the meetings and communication had been a good learning experience for State Education Agency personnel.

In checking statements, seventeen of the twenty respondants checked "Indian Education in my state will benefit from my participation in the

Consortium", whereas four checked that "Indian education will stay about the same regardless of my participation". The next highest area of agreement was that the group (Consortium) should be continued regardless of funding. Also high on the scale was the statement which said, "My Chief State School Officer has benefitted from our state's involvement in the Consortium". This last item contrasted sharply with the fact that the Involvement of Chief State School Officers had netted a negative four on the satisfaction scale. Evidently Chief State School Officers are receiving feedback, are lending support and are becoming more active in Indian education than their direct involvement in Consortium activities would show. Their awareness is increasing and their assistance over time will be substantial. The participants were probably a little hard on their chiefs in the area of involvement, but they recognize that the base of support is growing and that many Chief State School Officers will be beneficial allies in the years to come.

In the other individual statements, respondants suggested a lack of time and a need for more time to fully digest, discuss (and resolve) the subjects that have been included as agenda items or discussion topics or problems. Only one person thought their Chief State School Officer would be unaffected by their state's involvement and only one thought the Consortium activities were a waste of time.

In the listing of items according to degree of satisfaction it is revealing to note that some of the items rating the highest level of satisfaction are mechanical items. That is, there are high rates of satisfaction regarding the meeting sites, the summaries, the planning of the agendas, the Minnesota support services, and the Minneapolis workshop

format. These tend to be the mechanical parts of operating a thirteen state Consortium and are evidently working quite well. Minnesota can take much credit for being a facilitator, a coordinator and a support service regarding the technical aspects of the operation.

However, the substance of the Consortium activities are somewhat less satisfactory. There is fairly high satisfaction with communication, dissemination of information and the involvement of participants. These do reflect some of the objectives of the Consortium and their attainment is helpful. However there is less satisfaction with state department (S.E.A.) support, Office of Education input and the development of ideas. The survey which will hopefully consolidate the goals, objectives and recommendations of the group is not highly rated.

Overall the participants were satisfied with most items and activities. The comments were largely neutral in the nature of suggestions for agenda items, program priorities, continued operation and suggested strategies. Some comments commended activities to this point and some indicated a degree of frustration in trying to keep up. There appeared to be more satisfactions and more optimism than there were dissatisfactions or pessimism.

FIRST YEAR EVALUATION

Areas that were labelled satisfactory or highly satisfactory by all respondants:

Meeting Sites	29
Summaries of Meetings	28
Planning of Meetings	26
Communication between participants	26
Dissemination of Information	26
Involvement of Participants	23
Agendas of Meetings	23
Resource Persons for Meetings	23
Sharing of materials, legislation policies, etc.	21
Minnesota Services (Airline tickets, hotel reservations, reimbursements)	21
Minneapolis Meeting	21
Workshop format (Mpls.)	20

Areas of moderate satisfaction, nuetrality or no response:

S.E.A. Support	19
Juneau Meeting	19
Planning (Steering) Committee	18
Albuquerque Meeting	17
Development of Ideas	15
Survey on Goals, Philosophy, objectives & recommendations	13
O.E. Input	11

Areas of lower satisfaction or dissatisfaction:

Washington D.C. Meeting	9
Involvement of C.C.S.S.O.	-4

CONSORTIUM TO UPGRADE INDIAN EDUCATION

FIRST YEAR EVALUATION

April 1976

During the first year of the Consortium, (March 1975 thru February 76) we had a series of objectives, activities and programs. The following is a very general evaluation of some of these. Please indicate whether the objective, the service, the activity or the program was highly satisfactory, satisfactory, no response (unaware or did not participate) or was unsatisfactory. Circle the number in the column that best represents your feelings.

BASED ON 20 RETURNS		HIGHLY SATISFACTORY	SATISFACTORY	NO RESPONSE	UNSATISFACTORY
(26)	1. Communication between participants	2	1	0	-1
(26)	2. Dissemination of Information	2	1	0	-1
(15)	3. Development of Ideas	2	1	0	-1
(21)	4. Sharing of materials, legislation, policies, etc.	2	1	0	-1
(23)	5. Involvement of participants	2	1	0	-1
(19)	6. SEA support	2	1	0	-1
(11)	7. O.E. input	2	1	0	-1
(28)	8. Summaries of meetings	2	1	0	-1
(23)	9. Agendas of meetings	2	1	0	-1
(29)	10. Meeting Sites	2	1	0	-1
(26)	11. Planning of meetings (by Minnesota staff)	2	1	0	-1
(23)	12. Resource persons for meetings	2	1	0	-1
(-4)	13. Involvement of Chief State School Officers	2	1	0	-1
(21)	14. Minnesota services (Airline tickets, hotels reservations, reimbursement of expenses)	2	1	0	-1

		HIGHLY SATISFACTORY	SATISFACTORY	NO RESPONSE	UNSATISFACTORY
	15. Individual meetings				
(9)	A. Washington, D. C.	2	1	0	-1
(19)	B. Juneau, Alaska	2	1	0	-1
(21)	C. Minneapolis, Minnesota	2	1	0	-1
(17)	D. Albuquerque, New Mexico	2	1	0	-1
(20)	16. Workshop format & subject areas (Minneapolis, Minnesota)	2	1	0	-1
(13)	17. Current survey on philosophy, goals objectives and recommendations	2	1	0	-1
(18)	18. Planning (Steering) Committee	2	1	0	-1

19. In general the Consortium has been:

(5.7) A valuable experience /4/9/5/1/1/0/0/ A worthless experience
7 6 5 4 3 2 1

(5.15) Helpful to Indian Education in my State /5/5/2/6/1/0/1/ Not helpful to Indian Education
7 6 5 4 3 2 1

(5.85) A good learning experience for SEA personnal /6/9/3/1/0/1/0/ Not important to other SEA personnel
7 6 5 4 3 2 1

20. How would you rate us on our goal of upgrading Indian education? (Check as many as are applicable.)

(17) ___ A. Indian education in my state will benefit from my participation in the Consortium.

(4) ___ B. Indian education in my state will stay about the same regardless of my participation.

(14) ___ C. My Chief State School Officer has benefitted from our state's involvement in Consortium.

(1) ___ D. My Chief State School Officer will be unaffected by Consortium activities.

(7) ___ E. Time constraints limit my involvement in the Consortium.

(9) ___ F. More time is needed (by participants)to digest, discuss or read the subjects and materials we've included.

(1) ___ G. The time I spend on Consortium activities could have been better spent on other things.

(0) ___ H. I would have no interest in continuing the group after funding runs out.

(16) ___ I. I believe the group should be continued regardless of funding.

21. Please make any personal comments about objectives, activities, agendas, Minnesota support services, SEA involvement, shortcomings, needs, concerns, suggestions or recommendations that would help us summarize the first year and plan for year two.

- Without a doubt money (either hard state or federal administrative funds) will have to come through the SEA before some states will be able to devote time or personnel for Indian Education. Some states in the Consortium very probably do not have similar problems and it is very difficult to generalize some of these areas of concern - Certainly the consortium should be continued or the contacts made should continue (somehow). - Perhaps the Consortium could act as a catalyst to zero in on each state within the consortium to help it identify strengths, weaknesses, etc.

- We have two meetings left. Planning should take place now for determining some type of maintenance mode for the 3rd, 4th and possibly 5th years, regardless of funding.

- Involvement of a variety of people from my state has benefited the development and implementation of Indian Education. I look forward to a successful year because of the recent legislation involving the governor.

- I would like to see more participation by project officers of Title IV who work in our respective states. We need to develop a communication network with them.

- 1. Our state commends Dr. Mueller and staff from Minnesota for the amount of work they have put forth in the Consortium meetings. Good job!
  2. I would like to suggest an objective for the Consortium, and this is a problem-solving workshop for Consortium members to study together the academic achievement, or lack of it for Indian students in the areas of (1)language arts, (2)math, and (3)reading. I will explain further to consortium members if time.

- Our state has so many constraints that it makes participation on out-of-state consortium almost impossible!!

- I think our efforts in Minn. were properly directed. We needed, I think, to strive to produce direction orientation or focus which will be helpful to all the consortium states. This may lead some to think our activities are too vague or too broad. Too often, however, something that is meaningful to one state is of no value to a state in which organization is different and sophistication varied. - For instance a concentration from my state's point of view on a top level position formulation of the nature of WA's would be helpful. That way everyone from the Commissioner on down, or maybe the Governor on down, knows by looking what the basic tenets of Indian Education in that state are.

21. Please make any personal comments about objectives, activities, agendas, Minnesota support services, SEA involvement, shortcomings, needs, concerns, suggestions or recommendations that would help us summarize the first year and plan for year two.

- The consortium could be more effective in the areas of legislative lobbist for federal funding for all educational programs, i.e., Education amendments of 1978, P.L.92-318/P.L.93-638, Amend. Federal Impact Aid, work or become involved in the consolidated federal funding legislation (three state departments).

- We need to be more concerned with rural, non-reservation and urban Indians. We also need to look at existing federal legislation, that is, programs such as I - IX and look at possible amandment whereby its Indian population can realize an equitable share of services. - We need to be more concerned with public school accountability.

- Need prompt return on reimbursements.
Involve more people from O.E., S.D.E., O.C.R., H.E.W. & other Federal people in our meetings.
Discussion on top issues in Indian Education nationwide.
More sharing & dissemination of information.

- The goal of involving chief state school officers has not been realized, through no fault of the Consortium. Perhaps the Consortium could attempt to make Indian Education a higher priority in their particular states. As well as making a concerted effort to involve chief state school officers as the final decision makers of the states.

- Need to begin addressing issues which will result in: (1) helping a particular state/situation; (2) unveiling other important issues important to the Consortium; (3) discovering our priorities of problems/needs (as the issues are attacked) or identifying; (4) begin developing position statements or resolutions.

- We need to begin attacking issues. It would be great to have a product, but we're wasting valuable time and resources unless we can get on with the issues.

-end-

PROJECTS COMPLETED OR BEGUN:

There have been no large numbers of projects completed or begun. The major chores have centered around the meetings and materials to supplement the agendas. However there were some attempts to pull things together and get more substantive handles on problems. Some of the completed and continuing activities are:

(1) An attempt to more closely involve the Chief State School Officers

(2) Position papers by states

(3) Data on S.E.A.'s (see Appendix 6)

(4) Data on Title IV funding (see Appendix 6)

(5) Information dissemination

(6) Legislative packets

(7) Mailing to CCSSO (Appendix 5)

(8) Development of goals and objectives

(9) Title IV workshops - Fall 1976.

The first project has floundered somewhat, but as previously noted, the Chief State School Officers are often briefed by their staff and regular reports flow to them. They are largely aware of activities and largely supportive of Consortium efforts. They tend to participate by means of their staff rather than directly.

Several position papers were developed or shared. These included: Indian Education in New Mexico, Indian Education in South Dakota, Special Programs in Education (Washington), A Review of Indian Education in the State of Oklahoma, Indian Education in Michigan, Native American Education (New York), and a summary statement by Byron Hansford, executive secretary

of the Council of Chief State School Officers. All of these papers were distributed in August or September so they are not included with this report.

Minnesota collected some data on the thirteen S.E.A.'s and consolidated some data on the funding of Title IV-Part A in the thirteen states. These are reproduced in Appendix 6. Various information was disseminated. This information ranged from summaries to news articles to current legislative news that needed dissemination or support. Legislative packets were developed for the Tulsa meeting and these will be expanded as materials are collected and made available. Block grant information was distributed at one point and individual states often shared legislation, resolutions, policies, etc.

The results of the workshop meeting were consolidated and relayed to the Chief State School Officers meeting. This included an introductory statement and resulted in a survey to further refine the efforts of the membership. These efforts will be discussed further when the philosophies goals, objectives and recommendations are prioritized and presented at the June 1976 meeting.

As a result of Office of Indian Education involvement, funding will be made available to sponsor thirteen Title IV workshops in the thirteen Consortium states in the fall of 1976. The planning has begun and some scheduling has been done. Each state will individually plan, coordinate and sponsor a Title IV workshop in the fall of 1976. Minnesota will act as fiscal agent for these activities.

Some projects neither completed nor begun are in the area of research and/or data collection. It has been difficult and probably impossible to collect substantive data about dropout rates, absenteeism, achievement,

self-concept or finance. A few individual projects have been shared, but these involved particular state's efforts and not Consortium efforts. Hopefully a few more efforts in these areas can yield more data in the second year of funding.

Curriculum offerings are also somewhat scarce, although many states have made efforts in this area. Some have shared curriculum guides, curriculum materials, films and slide presentations. However these products do not lend themselves to large scale duplicating and sharing. Many states have shared a copy per state and this library of materials is growing. Some of the materials may inspire other states to produce curricula, guides, films or slides.

CONCLUSIONS:

The Consortium of States to Upgrade Indian Education has completed its first year of funding and successfully negotiated funding for a second year. The project included the involvement of thirteen states in a series of meetings on a wide variety of topics. Because each state has unique populations and somewhat unique problems, time had to be spent in the sharing of information state by state. Orientation and learning activities occupied a substantial portion of the first and second meetings. Issues and areas of interest were not neglected however. Some arose at the initial meeting in Washington in April and were further delineated by means of a questionaire distributed in May, 1975.

The Alaska meeting touched some of the topic areas and was instrumental in surfacing other areas of concern. A new list was developed and participants were polled regarding their areas of expertise and/or interest for a workshop experience in Minneapolis. The Minneapolis meeting focused on fifteen topic areas and developed philosophies, goals, objectives and recommendations. Because of the complexity of many of the areas of discussion it was often difficult to fully explore the topic. However, each group did develop some statements that reflected either philosophy, goals, objectives or recommendations. Some of these suggestions were further refined at the next and final (first year) meeting in Albuquerque.

In connection with the meetings, the agenda topics, and the areas of concern, materials were shared, papers developed and copies distributed. Key legislation was discussed and specific bills submitted for duplication and dissemination. Some specific programs were explained by their project

personnel (Intercultural Programs at Ft. Lewis College in Colorado, Title IV programs in Alaska, language programs, films from Washington, Navajo research and development projects, curriculum development in South Dakota, and J.O.M. programs in Oklahoma).

Overall, the first year of the Consortium has been a learning, sharing and development experience. It would be difficult to measure objectively, but awareness has increased, leadership skills has been enhanced, S.E.A.'s have become more knowledgeable and cooperation has created a larger base of support for Indian education in all the participating states. Participants have shared their knowledge and experience and have learned from each other. In many ways the areas of finance, law, funding, civil rights, student retention, curriculum, teacher training, certification, special programs, Title IV, Johnson O'Malley, desegregation, self-determination, and state department programs have been presented, discussed and debated.

In large measure, the participants have been pleased with the activities of the Consortium. Though they too would be unable to put their satisfactions (or dissatisfactions) on a percentage scale, they generally feel that the outcomes have been positive. Their Chief State School Officers have become more aware of Indian concerns, the S.E.A.'s are more aware of needs and Indian education personnel have been able to enlist greater support of their S.E.A.

The basic intent of most title V grants is the strengthening or upgrading of State Departments of Education. I believe this basic goal has been inherent in all Consortium activities and has been realized in many immeasurable ways. The original proposal suggested enhancing or

upgrading leadership potential and development of state department expertise. These too have been accomplished to some degree. It is difficult to measure strength, upgrading, or leadership capacity. However, a base of support, a fund of knowledge, a realization of resources, and a store of materials can definitely add strength, resourcefulness, and skill to any state operation. States which do not have specific Indian education units are debating the feasibility of creating such units. States with Indian education units are developing ways to expand their units or extend Indian input into other areas of S.E.A. operation.

We (the Consortium) may not be able to fully answer the questions raised in the introduction; i.e. (1) where does Federal responsibility end and where does state responsibility begin? (or are the two responsibilities compatible?) (2) are dual school systems really legal? (3) can public schools meet the needs of Indian children? (4) how can state responsibilities and advocacy roles be made compatible? and finally (5) what can state departments do to support and recognize self-determination? Irregardless of the answers to the questions, an awareness of the dilemma and a willingness to seek solutions is an absolute necessity. Consortium members have demonstrated by their presence, their willingness to contribure and their perserverence that they are willing to listen, to learn, to work, to contribute and to educate the world (if necessary) in the search for better answers to continuing problems.

Some related problems persist. Time is never adequate to fully explore or resolve the issues. Consortium members are busy people and have mammoth responsibilities in their respective states. Data is difficult to obtain, often never recorded by ethnic group and questionable in its

accuracy. Research, curriculum development and legal clarifications are extremely time consuming and need a cadre of people, a commitment of time and a degree of financial assistance that just does not exist. Because of the constraints of time, personnel and money, Indian education units have to make progress slowly.

Even though progress must be made (and measured) in small steps, the Consortium has been a morale booster. The Office of Education has made funds available from a general source - it wasn't necessary to reallocate J.O.M. funds, to seek Title IV funding or to appeal to the B.I.A. The Consortium represents a general commitment from general funds and this adds importance to the Consortium project.

There are probably many individual benefits that individual participants have realized. In general the members are pleased with the activities of the Consortium. They often register impatience but they just as often indicate great satisfaction with the opportunity to convene and collectively tap the resources assembled. The Consortium has created opportunities to secure resource people who can help in problem areas. It has also created opportunities to involve key S.E.A. or tribal or legislative leadership for the mutual edification of all.

The Consortium has been a valuable experience. State department personnel have a communications network that did not previously exist. They have expanded their base of support and have been exposed to many persons who can offer expertise, advice or materials. Some results may take years to materialize, but some positive developments have already occurred. The second year should be even more productive. There are at least forty persons in those thirteen states who are very optimistic about outcomes.

APPENDIX 1:

Agendas

A. Washington, D. C.

B. Juneau, Alaska

C. Minneapolis, Minnesota

D. Albuquerque, New Mexico

CONSORTIUM OF STATES FOR INDIAN EDUCATION

U. S. OFFICE OF INDIAN EDUCATION MEETING

Room 3000, 400 Maryland Ave., S. W.

Washington, D. C.

April 30, 1975

AGENDA

8:45 - 9:00 a.m.	Coffee	
9:00 - 9:30 a.m.	Opening Remarks	Dr. William Demmert, Jr. Deputy Commissioner Office of Indian Education
	Welcome	Dr. T. H. Bell U. S. Commissioner of Education
		Howard B. Casmey President-elect, CSSO Commissioner, State of Minnesota
9:30 - 10:00 a.m.	Federal Responsibility for Indian Education	Dr. Demmert, OIE
10:00 -10:30 a.m.	State Responsibility for Indian Education	Dr. Will Antell Chairman, National Advisory Council on Indian Education
10:30 -10:45	Coffee Break	
10:45 -12:00 noon	Existing Legislative Authorities for Indian Education	Myron Jones Consultant, OIE
12:00 -1:30 p.m.	LUNCH	
1:30 - 3:00 p.m.	Discussion State Role and the Indian Education Act I. State Role II. State Support III. Short and Long Range Goal for OIE	Dr. Demmert, OIE
3:00 - 3:15 p.m.	Coffee Break	
3:15 - 4:30 p.m.	Discussion Cont. Recommendations	
4:30 p.m.	Adjourn	

1-A

SUGGESTED AGENDA - CONSORTIUM FOR INDIAN EDUCATION

Alaska, August 7 & 8

Wednesday, August 6, 1975

8:00 p.m.	Welcoming get together - Hilton Hotel, Juneau	

Thursday, August 7, 1975

8:30 - 9:00	Coffee & registration	
9:00 - 9:15	Welcome by Consortium Director & Manager	Will Antell
9:15 - 10:00	Welcome by Alaska hosts & discussion of Indian Education in Alaska	Commissioner Lind Sylvia Carlsson
10:00 - 10:15	Break	
10:15 - 12:15	Ten minute presentation by each state on exemplary programs, laws, concerns, suggestions, etc. (A brief, but necessary measure to get to know everyone and get the major ideas from each state. A five minute presentation plus a couple of questions would be the ideal format.)	Arizona California Colorado Michigan Minnesota Montana New Mexico New York North Carolina Oklahoma South Dakota Washington
12:15 - 1:15	Lunch	
1:15 - 2:15	State Department Programs for Indian Education: Panel Presentation	Bob Parsley - Montana Bill Dae - California Lester Gemmill - Michigan
2:15 - 2:45	Discussion of panel presentation	Consortium members
2:45 - 3:00	Break	
3:00 - 4:30	Presentation by Alaska Group Title IV - other programs	
7:00 p.m.	Salmon Bake - optional, $6.00 estimated	

Friday, August 8, 1975

8:30 - 9:00	Coffee	
9:00 - 9:30	Business Matters - Expense Reports Announcements - date of fall meeting	Alaska hosts & Minnesota
9:30 - 10:15	Financing Indian Education Presentation and Discussion	Dr. J.O. Maynes & Terry Leonard - Arizona
10:15 - 10:30	Break	
10:30 - 11:15	Self-determination: Presentation & Discussion	Overton James - Oklahoma
11:15 - 12:00	Dropout Problems and Pupil Retention	Dr. Fred Holmes & Dr. Buford Wayt - Colorado
12:00 - 1:00	Lunch	
1:15 - 1:45	Discussion & Wrap-up	Consortium members
2:00 - 2:30	Meeting with Alaska Governor: Governor's Office The Honorable Jay S. Hammond	" "
2:30 - 3:00	Announcements & adjournment to boat trip	Alaska Hosts
3:30	Boat trip	Alaska Hosts

Saturday, August 9, 1975

	Optional Side trips	Coordinated by: Jeff Jeffers

AGENDA

Consortium for Indian Education

November 12, 13, 14

Curtis Hotel, Minneapolis, Minnesota

November 12

8:00 p.m.	Reception at Curtis Hotel Room	Rooms A, B, & C

November 13

8:30 a.m.	Coffee, registration	Evergreen Room
9:00 - 9:15	Welcome to Minneapolis	Dr. Will Antell
9:15 - 9:45	Indian Education in Minnesota	Commissioner Howard Casmey
9:45 - 10:00	Workshop Scheduling - Assignments, Changes	Mike Mueller
10:00 - 10:15	Break	
10:15 - 11:45	Title IV Announcements & Discussion	Evergreen Room
11:45 - 1:00	Lunch	
1:15 - 2:45	Workshop Session I	Evergreen & Rooms A, B, & C

A. Room A
topic: Curriculum Suggestions
persons: Ben Lucero (California),
Weldon Perrin (New Mexico),
Josie Whiteagle (South Dakota),
Cindy DeLine (Michigan),
Ann Lewis (New York)

B. Room B
topic: Indian Teachers' Education Programs
persons: Robert Bailey (Michigan),
Andy Andreoli (California),
Willard Bill (Washington),
Minerva White (New York)

C. Room C
topic: Civil Rights (Title IV) and Native Americans: School Desegration
persons: Les Gemmill (Michigan),
Bill Dae (California),
Ramona Jones (Minnesota),
Harold Webb (North Carolina)

D. Evergreen Room (next page)

Workshop Session I cont.

D. Evergreen Room
topic: Interdependence of Title IV, P.L. 874, Johnson O'Malley and other programs
persons: Darrell Arnold (North Carolina), Dick Tanner (Minnesota), Ernest Tenorio (New Mexico)

2:45 - 3:00 Break

3:00 - 4:30 Workshop Session II — Evergreen Room & Rooms A, B, & C

A. Room A
topic: Dropout Problems & Pupil Retention
persons: Andy Andreoli (California), Bill Haynes (Oklahoma), Dr. Fred E. Holmes (Colorado), Joe Hoptowit (Washington),

B. Room B
topic: Urban Indian Education Problems
persons: Jeanette E. St. Clair (Michigan), Isabell Dellingham (California), Robert R. Bailey (Michigan), Ann Lewis (New York)

C. Room C
topic: Implementing Self-Determination
persons: Dick Tanner (Minnesota), Overton James (Oklahoma), Elayne Bluestone (New Mexico), Minerva White (New York)

D. Evergreen Room (front)
topic: Strengthening and Clarifying the Role of Parent Advisory Committees
persons: Sam L. Homan (Oklahoma), Nora Hakala (Minnesota), Bill Dae (California), Harold H. Webb (North Carolina)

E. Evergreen Room (rear)
topic: Community Involvement
persons: Ben Lucero (California), Yvonne Peterson (Washington), Evelyn Bruniger (New Mexico)

November 14

8:30 - 9:00 Coffee — Solarium

9:00 - 9:15 Announcements - Expense Reports — Mike Mueller

November 14 cont

9:15 - 10:45	Workshop Sessions III	Rooms A, B, & C & Solarium

A. Room A
topics: Financing Indian Education
persons: Les Gemmill (Michigan),
Cindy DeLine (Michigan),
Terry Leonard (Arizona)

B. Room B
topics: Alternative Education for Native Americans
persons: Jeanette E. St. Clair (Michigan),
Joe Hoptowit (Washington),
Joe Aitken (Minnesota)

C. Room C
topics: State Department Programs
persons: Emmett Oliver (Washington),
Mr. William Graham (Colorado),
Che Benally (New Mexico),
Bill Dae (California),
Jeff Jeffers (Alaska)

D. Solarium (front)
topics: Title IV Programs & Policies
persons: Darrell Arnold (North Carolina),
Ramona Hsuetopka (Alaska),
Vern Zacher (Minnesota),
Ruth Ann Swader (Minnesota),
Minerva White (New York)

E. Solarium (rear)
topics: Law & Legal Reform: Lou vs Nichols
persons: Leo Watchman (New Mexico),
Ramona Jones (Minnesota)

10:45 - 11:00	Break	
11:00 - 12:00	Reports to Group from Session I	Solarium
12:00 - 1:30	Lunch	
1:30 - 2:30	Reports to Group from Session II	Solarium
2:30 - 2:45	Break	
2:45 - 4:00	Reports from Session III	Solarium
4:00 - 4:30	Overview of January meeting	Elayne Bluestone - New Mexico

Tentative Agenda
CONSORTIUM FOR INDIAN EDUCATION
January 25, 26, 27, 28
Albuquerque, New Mexico

JANUARY 25, 1976		
8:00 p.m.	Reception - Albuquerque Inn - Cash Bar	Mr. DeLayo, host
JANUARY 26, 1976		
8:30 a.m.	Coffee, registration - Opening of Meeting	Minnesota
9:00	Introductions	Elayne Bluestone
9:15	Welcome to New Mexico	Supt. Leonard Delayo
9:35	House Bill 8	Rep. Leo Watchman
10:00	Financing Indian Education	Harry Wugalter
10:45	State Department of Education Panel	Robert Esparza Weldon Perrin Dr. Luciano Baca Ted Sanders
12:00	Lunch	Albuquerque Hotel
1:30	What are the allevations in the development of Tribal Education?	Dan Honahni
2:00	Accountability and P.L. 93-638	Wendell Chino
2:30	National Advisory Council for Indian Education: Update	Lincoln White
3:30	New Directions in Tribal Education Development	Dillon Platero
4:00	All Indian Pueblo Council	Delfin Lovato
4:30	Visitations with guest speakers	
6:00	Dinner and an Evening with Paul Ortega (ticket order blank enclosed)	Albuquerque Convention Center

JANUARY 27, 1975

8:30 a.m.	Coffee	Minnesota
9:00	Review & Introductions	Elayne Bluestone
9:15	American Indian Policy Review Commission: Presentation	Helen Sheirbeck
10:00	American Indian Policy Review Comm. Questions by Group	Consortium members
10:30	Small Group discussions of suggestions by American Indian Policy Review Comm.	Consortium members
11:20	Presentation by Groups of Recommendations to American Indian Policy Review Comm.	Group leaders or reporters
12:00	Lunch	Albuquerque Hotel
1:20	Review of Recommendations from November meeting: 3 groups by assignment (These groups will revise, rewrite, add or make deletions to 'polish' lists of recommendations for inclusion in a final report.)	
3:00	Reports from Groups (3) (Notes submitted for compilation)	Group leaders and/or recorders
3:30	Directors of Indian Education symposium: "Goals for '76" (to be reported Wednesday)	Emmett Oliver presiding
3:30	Support Staff (persons other than directors) planning session "Issues & Concerns for '76" (to be reported Wednesday)	Minnesota staff
6:00	Evening Session "Isleta Women Host Consortium" (cost to be determined)	

JANUARY 28, 1975

8:30 a.m.	Coffee	Minnesota
8:45	Announcements	Minnesota
9:00	Review	New Mexico
9:15	Federal Legislation for Indian Education	Senator Jospeh Montoya
10:00	Office of Indian Education: Title IV	
10:30	Title IV in New Mexico	Myron Jones
11:15	BIA & JOM	Morris Thompson & panel
12:00	Lunch	Albuquerque Hotel
1:20	Presentation of Report from Directors Group "Goals for '76"	
	DISCUSSION	
2:00	Presentation of Report from Support Staff "Concerns & Issues for '76"	
	DISCUSSION	
2:40	Open Discussion - Any further discussion of recommendations or inclusions for final report and any further consolidation of goals, issues and concerns for '76.	
3:30	Bi-lingual Bi-cultural concerns and issues	Dr. Molina, Nat'l Director
4:30	Expense Reports	Minnesota
5:00	Close of Session	

There will be display tables of materials in the Convention Center or near the meeting rooms on Wednesday, January 28.

APPENDIX 2:

Participants

A. Washington, D. C. Meeting

B. Juneau Meeting

C. Minneapolis Meeting

D. Albuquerque Meeting

List of Consortium Participants

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April 30, 1975

Minnesota	Ruth A. Myers	
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	Mike Mueller	
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	David Phillips	O.E. Director of State Assist.
	Herbert Jacobson	USOE - Office of Indian Ed
	Emmett J. Flemming, Jr.	M.S.O.E.
	Patricia E. Allen	USOE Office of Legislation
	Lee Antell	USOE - Office of Indian Ed
Michigan	Lester B. Gemmill	
	Alex Canja	
New York	Lincoln White	
Alaska	Sylvia Carlsson	
Oklahoma	J.D. Giddens	
	Overton James	
Washington	Emmett Oliver	
	Monica Schmidt	
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	Mary Vann Islinger	
New Mexico	Myron Jones	
California	Bill Dae	
Colorado	Fred E. Holmes	
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CONSORTIUM - Alaska

August 7 & 8, 1975

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APPENDIX 3:

Questionaire

May 1975

STATE DEPARTMENTS OF EDUCATION:

CONSORTIUM FOR IMPROVING INDIAN EDUCATION

Questionnaire:

1. I would prefer the first regular meeting of the Consortium in: (circle one)

June July August Early September

Comments:

2. I would prefer the Second meeting of the Consortium in: (circle one)

Late September October November

3. I would prefer the third (final) meeting of the Consortium in: (circle one)

December January

4. If we are provided funds for an Indian Education Workshop, the best month would be: (circle one)

September, October, November, December

5. I would prefer the discussion topics checked below:

_____	1. Financing Indian Education	OTHER TOPICS (please list)
_____	2. Alternative Education for Indian students	_____
_____	3. Dropout prevention	_____
_____	4. State Department Programs for Indian Ed	_____
_____	5. Curriculum Innovation	_____
_____	6. Indian leadership	_____
_____	7. Self-determination	_____
_____	8. Community Involvement	_____
_____	9. Federal government policies	_____
_____	10. Law & legal rights of Native Americans	_____

6, I can submit materials relative to the topics listed below (please list by area or by title if materials are projects, curricula or research papers)

7, I can serve as a resource person in the areas listed below (please list areas or subjects in which you, or other consortium participant, could serve as a discussion leader, reactor or evaluator.)

8. The two persons from my state who will be continuing members of the Consortium are: (Please list names and business addresses)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

RETURN TO; Dr, Mildred K. Mueller, Acting Assistant Director
Indian Education Section
Minnesota State Department of Education
550 Cedar Street
St, Paul, MN 55101

APPENDIX 4:

Alaska Evaluation

CONSORTIUM OF STATES FOR INDIAN EDUCATION

Evaluation

August 8, 1975

In order to assess our efforts and our progress, please complete the following evaluation. There are seven spaces for each reaction. Check the spaces over 7, 6 and 5 if you had a favorable reaction; the space over 4 if you feel neutral about the question; or the spaces over 3, 2 or 1 if you feel negative about the question asked.

PLEASE PLACE YOUR CHECKS IN THE SPACES: DO NOT CHECK ON THE LINES.

1. In general, the Consortium meeting in Alaska was:

	7	6	5	4	3	2	1		
Interesting	5	13	6	2	3	0	0	Not Interesting	5.52
Informative	7	11	7	1	2	1	0	Not Informative	5.59
Productive	5	6	11	3	1	3	1	Not Productive	4.93

COMMENTS: (1) For Illinois, it was very beneficial to learn about the total scope of Title IV.
(2) We must know what is being done in other areas of the country.
(3) Need organized policy or program support decision making.

2. The presentations and arrangements by our Alaska hosts were:

	7	6	5	4	3	2	1		
Helpful	18	7	2	2	1	0	0	Not Helpful	6.30
Informative	19	7	1	0	2	0	0	Not Informative	6.41
Interesting	18	9	1	0	1	0	0	Not Interesting	6.48

COMMENTS: (1) Need summaries to be sent to each member as minutes were not taken.

3. The presentations by each state were:

	7	6	5	4	3	2	1		
Necessary	11	9	8	1	0	0	0	Unnecessary	6.03
Informative	5	14	8	3	0	0	0	Not Informative	5.70

3, cont.

	7	6	5	4	3	2	1		
Interesting	5	7	12	2	1	0	0	Not Interesting	4.30

COMMENTS: (1) We all must feel a part of the action.
(2) Better preparation and more specific material would be helpful.

4, The panel discussion on State Department Programs for Indian Education was:

	7	6	5	4	3	2	1		
Informative	3	3	12	8	1	0	0	Not Informative	4.96
Helpful	3	2	8	12	0	1	0	Not Helpful	4.73

COMMENTS: (1) Should be more small groups rap sessions.
(2) A method for involving the Consortium members should be found if panels are used.
(3) Not specific enough.

5, The presentation of Financing Indian Education by our Arizona representatives was:

	7	6	5	4	3	2	1		
Informative	3	4	11	4	2	0	2	Not Informative	4.76
Helpful	3	2	11	5	1	1	2	Not Helpful	4.60

COMMENTS: (1) Did not deal with the subject.

6, The presentation on Self-determination by our Oklahoma representative was:

	7	6	5	4	3	2	1		
Informative	5	8	5	9	1	0	0	Not Informative	5.25
Helpful	4	6	7	7	1	0	0	Not Helpful	5.20

COMMENTS: (1) Too historic - not recommended for groups to absorb.

7, The presentation on Dropout Problems and Pupil Retention by the Colorado participants was:

	7	6	5	4	3	2	1		
Informative	10	10	5	2	0	1	1	Not Informative	5.72

7 cont.

	7	6	5	4	3	2	1		
Helpful	9	6	7	4	0	1	1	Not Helpful	5.46

COMMENTS: (1) The slide presentation was excellent.
(2) Very interesting presentation - Fort Lewis.

8. The pre-trip arrangements and suggestions by the Minnesota hosts were:

	7	6	5	4	3	2	1		
Helpful	15	7	0	1	0	0	0	Not Helpful	6.57
Clear	13	5	1	1	0	0	0	Unclear	6.50

COMMENTS: (1) Excellent

9. The next meeting of the Consortium should include continuing discussions or new discussions on: (check yes or no)

		YES	NO
A.	State Department Programs	17	3
B.	Self-Determination	8	8
C.	Financing Indian Education	16	6
D.	Dropout Problems & Pupil Retention	12	7
E.	Title IV	18	4
F.	Urban Indian Education	19	1
G.	Community Involvement	21	1
H.	Curriculum Innovation	17	3
I.	Indian Teachers Ed Program	18	4
J.	Law & legal reform	12	3
K.	Others		

1. Strengthening and Clarifying the Role of Parent Advisory Committees.
2. There should be an open caucus at the beginning of next session to determine our goals for the session and an approach or agenda for the meeting.
3. Civil Rights and Native Americans
4. Cooperation between states: how can we help one another to increase our capacity for delivering services.
5. Show and tell presentations by Chief State School Officers.
6. Present various models of successful programs.
7. Quality education - not compromise.
8. Discussions and debates on issues: Programs have been talked to death.
9. Should look at new directions SEA's can take regarding Indian education.

10. General Comments, Impressions or Suggestions for future meetings:

- Don't change agenda under any circumstances.

- The meeting should have been PUBLICIZED. Not <u>one</u> local Indian including our maid, waiters, people on the corner and street workers knew about it! And there is nothing in the papers about it!

- This was a good start ——
  strive for continuity;
  stick to Consortium objectives;
  strive to achieve greater participation on part of all Consortium members; and,
  maintain proper liaison relations with all important Indian organizations and keep tribal officials informed of Consortium's intent and program.

- The program gave me new ideas, we will improve our programs because of the exchange of ideas and materials. I got acquainted with some most interesting people. The coffee breaks were even productive! Thanks.

- The main purpose of the meeting was fulfilled, getting to know each other and recognize the need for cooperation on a national problem.

- Provide for input from Indian students or parents as consumers of education.

- Two days simply is not sufficient time to really achieve meaningful dialogue. Much time is spent getting acquainted, leaving too little time for real discussion.

- Individual time slots were much too brief. There was not time to pursue in-depth concerns.

- Perhaps future sessions could be more oriented toward generating ideas and solutions for problem areas determined earlier. Small group discussions might be a useful technique here.

- Try to get some discussions going by the Chief State School Officers themselves.

- Explore holding the next meeting in connection with a regular scheduled C.S.S.O.'s meeting, e.g. "Atlanta".

- We need more relaxed atmosphere in which to hold discussion, more opportunities for group discussions.

- The Alaska group was most accommodating, Juneau is a delightful meeting area in all respects.

- Leave meetings of the future to the judgement of the Minnesota group which is doing a great job of planning. Your hard (and good) work deserves our commendation, Mike. Thanks!

- How about involving some students and demonstration in future meetings?

- It should prove fruitful to consider at some future meetings:
  - the relative merits for national sovereignity and local invisibility and powerlessness;
  - more discussion of the kind introduced by the team from Colorado, particularly the provocative ideas suggested by Dr. Holmes;
  - the political and professional dichotomy of state departments of education; and,
  - intercultural, multi-ethnic and multi-lingual programs for Indians.

- Allow State School Officers to give their viewpoints of progress of Indian education.

- I agree with the ideas of arranging meeting before or right after the Chief State School Officers so that we may get a greater attendance.

- Presentations too brief — not enough information presented. Hold each meeting on <u>one</u> specific area of concern.

- Suggest meeting in Flagstaff Arizona and San Francisco.

- Let's get into administration community coordination - What is really happening?

- We need more in-depth discussions of fewer issues.

- For the first meeting, I think Minnesota personnel did a good job. Satisfying a group of this composition is difficult.

- Good job of planning and operationalizing.

- There should be more clarity developed to delineate the role of the members of this Consortium, and the Chief State School Officers to promote Indian Education - as opposed to the role of tribal leaders and local Indian communities to this same purpose. I am in favor of maximum tribal and Indian community involvement rather than more powers to state departments, etc.

- This Consortium is good, in that it allows for more communication, it gets Chief State School Officers involved, and allows maximum development of Department of Education.

- There ought to be some chance for Directors of Indian Education to get together to develop implementation of these developments. Perhaps this could be done a day before the next Consortium meeting.

- I would like to thank on behalf of Illinois the Minnesota Dept. of Education for extending us the invitation. Also, the phone information at such a late date was valuable in determining for us the appropriateness of our participation.
  Suggestions: -More focus on the SEA role, such as responsibility.
  -More fucus on the federal role, such as responsibility.
  -More debate between the SEA's on issues at the local level,
  -Panel discussion by Chief State School Officers on political concerns and Indian education.

- A meeting held in Minnesota in the fall.

- Need presentation on the internal policies of the US/OIE. Enforcement of rules at LEA levels.

- Review for comments PL 93-638.

- Creation of sub-committee of Consortium to offer assistance presentation, etc. to Chief State School Officers, NACIE, and NEA-NIEA on the reason for creating a Consortium and its potentials.

- The meeting needed more publicity at the local level. There was very little cultural, community input.

- Some effort should be made to appropriate Indian Teacher Education Funding. Where are our Indian Professional Educators?

- Less emphasis should be put into trying to improve state superintendents, Community, etc. After all Indian units make the decisions affecting Indian education in their respective states. Attendance of state schools top administrations is token.

- I suggest that prior to the next meeting, state Directors of Indian Education meet with Title IV people to discuss implementation of better communications and coordination between SEA & OIE/OE.

- Generally, the meeting was excellent. Actually, I did feel that most states did do a show and tell, and to a large degree for me, was quite necessary. This group will have to come to grips with 'real' situations and work for the common good for all children, especially the Indian student. I have been a member of a Regional Consortium and can say with candor that you must have the support of all state chiefs, all the bureaucratic chiefs, Regional Commissioners, etc. if this thing is going to work. Have the Regional Commissioners (of the states involved) been involved, and if so, to what extent?

APPENDIX 5:

Message to Chief State
School Officers:

Atlanta, Georgia
November 17, 1975

Messages, Recommendations and Suggestions from the Consortium to Upgrade Indian Education to the Chief State School Officers Meeting, Atlanta, Georgia November 17-19,

The Thirteen states of the Consortium of states to upgrade Indian education had a very busy, very intense and somewhat frustrating meeting in Minneapolis, Minnesota on November 13-14, 1975.

Of major concern was the sense of frustration at our inability to involve the Chief State School Officers in the deliberations of the consortium. We realize that people are busy, but we also recognize the seriousness of the problems which face Indian communities and Indian youngsters. The inability to communicate and to resolve problems has reached crisis proportions in many states. We believe that the problems necessitate some reordering of priorities and an intense review of the problem.

Secondly we do not want the major burdens of definition and 'proof' placed on the backs of Indian educators. We will define 'Indian education' when the majority community has properly defined 'education'. What is education anyhow? If education is defined as meeting the needs of individual students to prepare them for life, then Indian education has few differences. However, American education and American educators are not meeting the needs of native American children. This is fairly obvious.

As to what is needed or what is wanted, the Indian population would like: (1) humane teachers, (2) sensitive administrators, (3) unbiased texts, (4) relevant and honest history, (5) access to services and (6) recognition of cultural differences as they exist. I don't believe those six things are unrealistic nor unattainable. All six would be much more easily attained if Chief State School Officers, school administrators, teachers groups or State Departments of Education adopted policies and procedures which assured humane and unbiased education.

The following are some recommendations and philosophy as developed by the

twelve workshop sessions at the Consortium meeting. No attempt has been made to edit or to consolidate. They are submitted to you as they were submitted to me.

Following are the topic areas discussed at the Minneapolis workshop with the philosophies, goals, objectives, and recommendations developed there.

The topics are in the following order:

1. Dropout Problems and Pupil Retention
2. Indian Teacher Education Programs
3. Interdependence of Title IV, PL 874, JOM and other Programs
4. Self-determination
5. Urban Indian Education Programs
6. Financing Indian Education
7. Strengthening and Clarifying the Role of Parent Advisory Committees & Community Involvement
8. Title IV Programs and Policies
9. Alternative Education for Native Americans
10. State Department Programs
11. Curriculum Suggestions

CONSORTIUM OF STATES TO UPGRADE INDIAN EDUCATION
Workshop Meeting
November 13-14, 1975
Curtis Hotel, Minneapolis, Minnesota

Subject Area: Dropout Problems & Pupil Retention

Resource Persons: A. Andreoli (CA); Bill Haynes (OK); Fred Holmes (COL); J Hoptowit (WA)

(Designate recorder) Jeff Jeffers (Alaska)

Philosophy Statement: The Educational system must be sufficiently staffed, knowledgeable, accepting and empathetic to provide curricula and atmosphere which permits all students to receive from this education the full measure of academic skills, social skills, understandings and psychological appreciations of self and others so that they may participate productively in the betterment of their communities.

Major Goal: To bring about in the school system of the United States of America the changes necessary to insure that minorities are accepted for what they are, are allowed to contribute (to the system) according to their talents and their uniqueness and be accepted for that contribution accordingly.

Objectives: (one or more)

1. By July 1, 1985 the public schools of the nation will have reduced the minority dropout rate from 700.000 per year to 500,000 as disclosed by a summary of the dropout studies of all states and territories.
2. The dropout rate should be reduced by percentage points.
3. We should retain 90% of youngsters through 12th grade.
4. By July 1, 1985 the public schools of the nation will have, through retraining, selective hiring and attrition changed attitudes of the system so as to permit minority students to receive a relevant, psychologically expanding education as evidenced by a response of 50% or more from a statistical cross section of the graduating and dropout populations for the year 1984-85.
5. Each state should set objectives relative to pupil retention.

Recommendations:
(one or more- may be directed to State Departments, Office of Education, Washington, D.C. or to general constituency.)

That a program be initiated at the level of the federal government, and supported by the states, to make every teacher in the nation aware of his own personal biases & minimize the effect of those biases in their teaching. Further, it is recommended that teacher training programs be assisted to sensitize their trainees to their personal biases and to minimize their effect in their teaching.

CONSORTIUM OF STATES TO UPGRADE INDIAN EDUCATION
Workshop Meeting
November 13-14, 1975
Curtis Hotel, Minneapolis, Minnesota

Subject Area: Indian Teacher Education Programs

Resource Persons: Andy Andreoli, Minerva White, Willard Bill

(Designate recorder) Willard Bill

Philosophy Statement: The traditional teacher training program has not prepared educators to work effectively with the Indian student. Indian teacher education programs operate from a philosophical base that centers on the importance of the culture and history of the Indian child.

Major Goal: To meet the critical national need for training American Indian education personnel.

Objectives: (one or more)
1. Increase the number of Indian educators in each state.
2. Increase the number of Indian administrators and school board members.
3. To rectify the imbalance in the ratio of Indian educators to Indian children.
4. Provide personnel in-service training for all educators.
5. Deliver education training to rural Indian communities. (i.e. reservations)

Recommendations:
(one or more- may be directed to State Departments, Office of Education, Washington, D.C. or to general constituency.)
1. The two million dollars allocated under the Title IV amendment for teacher training should be a line item in the budget to prevent arbitrary reduction in the amount granted for this purpose.
2. Chief State School Officers should receive a clarification on Title VII Bi-lingual training from Dr. Molina's office. A determination needs to be made on eligibility of Indian communities. This information should be transmitted to Indian tribes, communities and training institutions.
3. Support of Michigan recommendation #2.

CONSORTIUM OF STATES TO UPGRADE INDIAN EDUCATION
Workshop Meeting
November 13-14, 1975
Curtis Hotel, Minneapolis, Minnesota

Subject Area: Interdependence of Title IV, PL 874, JOM & Other Programs

Resource Persons; Leo Watchman, Ernest Tenorio, Sam L Homan, Ramona N Swtopka

(Designate recorder) Y Peterson

Philosophy Statement: The LEA has not met the educational needs of Indian children attending public schools. The system is not designed and staffs are not prepared to give adequate attention to facets of Indian Historical Perspectives. The federal funding provided for Indian education programs has been seen to be effective in local communities. The positive and effective aspects of Indian Education programs must be addressed by SEA systems and a commitment of policy and financial obligation made. Indian education has and can be a viable force and positively compliment the public schools educational system.

Major Goal;

SEA - provide administrative, field, and support services for all special Indian education programs in the public schools. (i.e. coordination, information dissemination, technical assistance, establish SEA long range goals.)

Objectives; (one or more)

Recommendations;
(one or more- may be directed to State Departments, Office of Education, Washington, D.C. or to general constituency.)

We recommend the SEA make a commitment towards a state education policy, initiate action towards quality education for teachers of Indian students and a financial commitment to the continuation of Indian education programs.

We recommend OE request SEA's assist with the implementation of Title IV .... In this respect, OE should make a small grant of administrative funds to furnish technical assistance to LEA's and Parent Education Committee.

SELF-DETERMINATION

Definitions will vary according to locale, needs, previous histbry and previous involvement. The group determined that self-determination concerns cannot be divorced from education concerns. The group also decided that self-determination definitions may vary from state to state and/or between tribes.

The suggestion was that self-determination be discussed and defined (if possible). The suggestion to Chief State School Officers is to consider the issue of self-determination, to involve local people in discussions and to derive the educational implications from the concept of self-determination. A suggestion included the involvement of state legislators in the deliberations.

The concept of self-determination does imply parental involvement, Indian input, SEA recognition and joint (or multiple) attack on problems.

CONSORTIUM OF STATES TO UPGRADE INDIAN EDUCATION
Workshop Meeting
November 13-14, 1975
Curtis Hotel, Minneapolis, Minnesota

Subject Area: Urban Indian Education Problems

Resource Persons: Ann Lewis, Isabell Dillingham and Jeannette St. Clair

(Designate recorder) _____

Philosophy Statement: The Urban Indian has in the past been almost totally ignored by many federal, state, & private funding sources. Yet the Indian children in these areas have many of the same problems of reservation rural and transient Indians. Some of the problems are compounded by isolational poverty, depersonalization stero-type attitudes and the ability to cope with urbanization.

Major Goal: Raise academic achievement and self-concept through culture awareness.

Objectives: (one or more)

1. Federal monies should go to the communities as well as LEA's - that state monies can be used as a contractional with communities for educational services.

2. In the identification of eligible people - the screening process option - should be up to the local parent committee, organizations tribal groups recognized by state or federal governments and/or state Indian commissions.

Recommendations;
(one or more- may be directed to State Departments, Office of Education, Washington, D.C. or to general constituency.)

1. Special legislation for aide (federal, state, private) to urban areas.
2. Alternative Indian schools should be recognized as a viable option for urban Indian educations.
3. Selected federally funded teacher corp programs be totally Indian to meet the needs for Indian teachers.
4. Certification for areas of expertise where no certificate exists: such as allowing a Native American to teach one aspect of their culture such as language, crafts, culture, etc.
5. Actively seek and recruit Native Americans for school personnel positions, committees, school boards, state school boards, and other areas as the need arises.
6. Committees composed of all Indian groups (Education and others) for representatives to speak for the educational need of Individual groups to act as advocates for change.

CONSORTIUM OF STATES TO UPGRADE INDIAN EDUCATION
Workshop Meeting
November 13-14, 1975
Curtis Hotel, Minneapolis, Minnesota

Subject Area: Financing Indian Education

Resource Persons: Les Gemmill - Terry Leonard

(Designate recorder) Cindy DeLine

Philosophy Statement: To insure quality education for Native American students and to insure the necessary delivery services to the Indian population. The State Departments of Education need to provide Indian personnel who have the qualifications to work with the Indian population and the SD where Indian pupils attend.

Major Goal: To improve educational services that the Indian population are entitled to.

Objectives: (one or more)

1. To establish ways and means, including the necessary financing, to guarantee the delivery of quality education and resources to the Indian population including pre-school kids, higher education and adult education.

Recommendations:
(one or more- may be directed to State Departments, Office of Education, Washington, D.C. or to general constituency.)

1. It is recommended that the State Departments of Education utilize funds from existing federal monies for education to provide services and necessary staff at the state level for Indian education.
2. It is recommended that the SDE request state funding to assist Title IV, Part A implementation and necessary services.

CONSORTIUM OF STATES TO UPGRADE INDIAN EDUCATION
Workshop Meeting
November 13-14, 1975
Curtis Hotel, Minneapolis, Minnesota

Subject Area: Strengthening & Clarifying the Role of Parent Advisory Committees & Community Involvement

Resource Persons: Sam Homan (OK); Bill Dae (CAL); Harold Webb (N C)

(Designate recorder) Nora Hakala (MINN)

Philosophy Statement:

Major Goal;

Objectives: (one or more)

Recommendations:
(one or more- may be directed to State Departments, Office of Education, Washington, D.C. or to general constituency.)

1. Recommend clarification be given to role of Parent Committees as to State Educational Code & School District Policy.
2. Recommend to OE that State Educational Agency & Local Educational Agencies - that a priority be given under Part B establishing innovative projects in community involvement.
3. Recommend that there be an amendment of Title IV to provide State Educational agency monies for technical assistance to local educational agencies. In the intervention that Title V funds be used as a priority to assist State Educational Agencies (Indian Education Sections) to provide technical assistance to Local LEA's.

CONSORTIUM OF STATES TO UPGRADE INDIAN EDUCATION
Workshop Meeting
November 13-14, 1975
Curtis Hotel, Minneapolis, Minnesota

Subject Area: Title IV Programs & Policies

Resource Persons: Ramona Suetopka (Alaska); Vern Zacher (MN); Ruth Ann Swader (MN); Minerva White (N Y)

(Designate recorder) Ramona Jones (MN)

Recommendations:
(one or more- may be directed to State Departments, Office of Education, Washington, D.C. or to general constituency.)

1. We need CCSSO to endorse increases in appropriations for Indian education such as Title IV, Part A, at least 30% above the current appropriations.
2. We need CCSSO to endorse and have a resolution regarding commitment to Indian Education.
3. We need CCSSO support regarding the expansion (in numbers) of Lau Centers so that such centers can deal specifically with Native American Bilingual-Bicultural education.
4. We need CCSSO to support and actively hire additional Indian education staff on state funds (hard money), because of the ever increasing Indian ed needs.
5. There is a need for commitment for the provisions of technical assistance and monitoring of programs by Indian education staff and State Department of Education.

CONSORTIUM OF STATES TO UPGRADE INDIAN EDUCATION
Workshop Meeting
November 13-14, 1975
Curtis Hotel, Minneapolis, Minnesota

Subject Area: Alternative Education for Native Americans

Resource Persons: Joe Hoptowit, Joe Aitken, Jeanette St. Clair

(Designate recorder)

Recommendations:
(one or more- may be directed to State Departments, Office of Education, Washington, D.C. or to general constituency.)

For local school administration power to recognize the differences (Language, culture, heritage) within their school district. And there is a need to provide for the differences by:

1. teacher awareness
2. Inservice & Preservice
3. Task force or sub-committee formed by the state board to interview administration LIEA

CONSORTIUM OF STATES TO UPGRADE INDIAN EDUCATION
Workshop Meeting
November 13-14, 1975
Curtis Hotel, Minneapolis, Minnesota

Subject Area: State Department Programs

Resource Persons: E Oliver, W Graham, Che Benally, Bill Dae, J Jeffers, O James

(Designate recorder) Y Peterson reporter: W Graham

Philosophy Statement:

Major Goal:

Objectives: (one or more)

Recommendations:
(one or more- may be directed to State Departments, Office of Education, Washington, D.C. or to general constituency.)

We recommend that Commissioner Bell clarify the role of the SEA in providing technical assistance in implementing Title IV.
We recommend a priroity on Indian Education be established at SEA State Board level; a committee mechanism for Indian Advisory input should be established.
We recommend SEA develop policies and practices in cooperation with Indian tribes that would not impede policies of federal governments.
We recommend SEA state policy makers be informed on aspects of Indian education. A definition of special rights of Indian citizens in reservation & non-reservation systems.
Clear identification process by SEA in identifying Indian students.
Cooperative programs be initiated by SEA between LEA, OE, & Higher Ed projects, and Indian tribes in areas of support services, career ladders, etc.

CONSORTIUM OF STATES TO UPGRADE INDIAN EDUCATION
Workshop Meeting
November 13-14, 1975
Curtis Hotel, Minneapolis, Minnesota

Subject Area: Curriculum Suggestions

Resource Persons: _____

(Designate recorder) Cindy DeLine

Philosophy Statement:
Each state adapt and implement a position paper on the education of Indian students.

Major Goal:
To develop a philosophy on Indian Education.

Objectives: (one or more)
To increase Indian awareness and understanding of Indian culture and life style through:

a. Teacher training.

b. Relevant Indian studies curriculum material at the elementary and secondary education level.

Recommendations:
(one or more- may be directed to State Departments, Office of Education, Washington, D.C. or to general constituency.)

In order for curriculum to be used effectively, teacher training is essential. Therefore, the following recommendations are made:

1. Pre-service and in-service training be implemented to create greater awareness and understanding of Indian culture.

2. Teacher training and relevant to accurate curriculum must be implemented.

3. Teachers must receive academic credited preparation in courses of Native American studies in colleges and universities if teachers are going to teach Indian students.

4. Current contracted teachers presently teaching in Indian education programs should be required to go back and receive additional academic preparation and credits in areas of relevant Native American studies.

5. Academic credited preparation must be required of teachers in order to Teach Native American studies.

6. State Education Agencies should implement and require academic preparation for teacher certification in the teaching areas of Native American studies.

7. The development of materials should be integrated with Indian communities to validate authenticity.

8. A local needs assessment should be implemented in order to determine the curriculum of Indian studies at elementary and secondary levels.

9. Native American studies should be integrated into all aspects of education except for language and religion, unless permitted by tribes and tribes given the option in this development.

10. Curriculum must be updated for career oriented areas relevant to job market in the future for reservation Indians and other Indian community needs.

11. Each state adopt and implement a position paper on the education of Indian students.

CONCLUSION: The foregoing statements, philosophies, objectives and recommendations encompass areas. These are:

1. Curriculum suggestions
2. Indian Teachers Education Programs
3. Interdependence of Title IV, PL 874, Johnson O'Malley and other programs
4. Dropout Problems & Pupil Retention
6. Implementing Self-Determination
7. Strengthening and Clarifying the Role of Parent Advisory Committees
8. Financing Indian Education
9. Alternative Education for Native Americans
10. State Department Programs
11. Title IV Programs & Policies

The group on Civil Rights and School Desegregation unfortunately lost the summaries. These will be reconstructed if possible.

The concensus of the groups seems to be that there are needs for:

1. Commitment to Indian needs by State Departments of Education & CCSSO.

2. Involvement in programs, program development, teacher education, curriculum, support services and technical assistance.

3. Adequate staff and adequate finances to meet obligations and needs which exist.

4. Development of cooperative ventures through OE, SEA, LEA, and Indian groups for information, involvement, discussion and policy development.

These 4 items are by no means a complete list, but the previous pages of philosophies, goals and recommendations are so lengthy, there is a need to consolidate the ideas. I'n not sure the above is an adequate consolidation, but if you have time to read the suggestions under the eleven topic areas, perhaps you will find other common themes.

Thank you for sharing our concerns with the Council of Chief State School Officers.

APPENDIX 6:

Tables

A. Indian Education Units

B. Title IV Participation

TABLE 1

INDIAN EDUCATION UNITS

States	Title of Unit and/or Division	Person in Charge	No. of persons involved	Approximate Annual Budget	Source of Funding	Existance as a Unit: years
Alaska	Minority Affairs	Sylvia Carlsson	1-3	755,000.00	$628,000 - State $127,000 - Federal Title IV, CRA	1 year
Arizona	Div. of Indian Ed. Comp. Educ. Section	Terrance F. Leonard	5	75,000.00	Federal P.L. 73-167	25 years
California	American Indian Ed Unit	Dr. Bill Dae	2	750,000.00	State - $750,000.00	5 years
Colorado	Community Services Unit/ Office of Field Services	Dr. Fred E. Holmes	3	N.A.	N.A.	———
Michigan	Indian Education	Lester B. Gemmill	3-5	41,800.00	State - $41,800.00	2 years
Minnesota	Indian Ed Section Div of Special & Compensatory Ed	Larry Martin	8	665,764.00	Federal - $185,274.00 State - $480,490.00	7 years
Montana		Bob Parsley				
New Mexico	Indian Division of Education	Elayne Bluestone	1-4	90,000.00	State - $90,000.00 - since July 1, 1975	12 years +
New York	Native American Education Unit	Lincoln C. White	2	4,313,319.00	Federal - $120,000.00 State - $4,193,319.00	2 years
North Carolina	Federal Relations	Darrell Arnold	2	N.A.	N.A.	———
Oklahoma	Indian Education Div/Dept of Instruction	Overton James	2-12	1,485,184.00	Federal - total amount	28 years
South Dakota	Indian Education	Josie Whiteagle	2	56,000.00	State	3 years - State supported
Washington	Indian Education Equal Educ. Oppor.	Emmett S. Oliver	2	990,000.00	Federal - $975,000.00 State - $15,000.00	———

TABLE 2

NUMBER OF L.E.A.'s THAT WERE:

State	Eligible for Title IV	Applied and Received Title IV	Applied & Did Not Rec. Title IV	Did Not Apply	Total Grant
Minnesota	118	46	12	60	$ 1,107,204.18
Michigan	151	92	17	42	1,276,534.88
Oklahoma	558	168	113	307	3,923,162.14
Alaska	32	25	1	6	2,549,414.07
New Mexico	28	16	2	10	1,778,955.14
New York	34	14	2	18	796,545.11
North Carolina	40	21	2	17	938,182.95
South Dakota	70	27	8	35	660,769.61
Washington	159	68	16	75	1,580,446.51
Arizona	124	49	11	64	2,129,841.22
California	578	115	52	411	2,121,843.46
Colorado	34	10	3	21	122,842.82
Montana	87	43	11	33	830,389.06
TOTALS		694			$19,816.131.15
other states (23)		151			2,911,136.46